



## Equalities Statement Surlingham Primary School

Document Control			
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<b>Approval Body:</b>	Trustees	<b>Date:</b>	Oct 2023
		<b>Date:</b>	Sept 2023
<b>Version Number:</b>	3		
<b>Version Issue Date:</b>	Sept 2025	<b>Effective Date:</b>	Sept 2025
<b>Review Frequency:</b>	Every 4 years		
<b>Method of Dissemination:</b>	This policy is available on our school website and is available on request from the school office. This policy will be reviewed in full by the Governing Body on an annual basis.		
<b>For Use By:</b>	All relevant school stakeholders, third parties, staff and students.		

Version History			
Version	Date	Author	Reason for change
1	30.11.23	Victoria Bayliss, Hannah Boag	Updates
2	23.09.24	Victoria Bayliss	Updates
3	16.09.25	Victoria Bayliss	Updates

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### 1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

As an academy, this document also complies with our funding agreement and articles of association.

### **3. Roles and responsibilities**

The local governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives set.

### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, all other policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors may be reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction with HR.

### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim prayer at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of activities)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing (where relevant) how pupils with different characteristics are performing. Analyse the data to determine strengths and areas for improvement.
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils and identify improvements where required.

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE (Use of Discovery RE scheme), citizenship and personal, social, health and economic (PSHE) education (sue of Jigsaw Scheme), and in other curriculum activities for example, exposure to a range of music across culture and periods of time, reading literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils are encouraged to participate in discussions and where possible, we will also invite external speakers.
- Working with our local community. This includes organising school trips and activities based around the local community (eg the Buddhist retreat)
- Encouraging and implementing initiatives within the school. For example, our school council has representatives from different year groups. All pupils are encouraged to participate in the school's activities, such as sports clubs.

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Is accessible to all pupils and those with disabilities
- Cuts across any religious holidays
- Has equivalent facilities for boys and girls

The electronically completed risk assessment would record any adjustments made.

## **8. Equality objectives**

**Objective 1** – increase the opportunities for children experience and understand about equalities by raising the profile within the curriculum, assemblies, school councils.

**Why** – The majority of our children are white British. Our children are particularly sheltered from living within an ethnically diverse culture within school and in their communities. Our ability to improve the cultural capital for our pupils is limited.

**To achieve this objective, we plan to:** Discuss and note in our plans what reasonable adjustments could be made to provide an inclusive delivery, develop a personal development plan that includes visitors to school from diverse cultures, religions and experiences.

**Progress we are making towards this objective:**

**Objective 2** – increase the number of FSM and SEND children taking up after school clubs

**Why** – typically these groups are underrepresented in after school clubs.

**To achieve this objective, we plan to:** promote clubs to parents during meetings, especially when the SENCo meets with parents, make clubs more available to these groups through use of the PP fund.

**Progress we are making towards this objective:**

## **9. Monitoring arrangements**

School leaders and SET will review and update the equality information every year.

This policy will be reviewed by the trustees at least every 4 years.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment